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ABSTRACT

The basic goal of the Bilingual Educational Approach (B.E.A.) Program of District 28 in Queens, New York, was to develop and maintain Hispanic students' proficiency in English within a multicultural setting. B.E.A. operated in five elementary schools and one junior high school. Services were provided to 500 students. The program was implemented somewhat differently in each of the participating schools; however, all students received instruction in English and Spanish language arts and bilingual instruction in other academic subjects. B.E.A. was evaluated through pupil achievement measured with norm referenced tests; interviews with staff, parents, and students; and classroom observations. The evaluator found the program to be of immeasurable value and recommended that it be implemented again the following year. Student achievement data are appended. (MK)

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TITLE VII

BILINGUAL EDUCATIONAL APPROACH (B.E.A.)

FINAL REPORT

1979-1980

District 28Q

Project # 17601 - 17602

Grant # G007604868

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COMMUNITY SCHOOL DISTRICT 28Q
TITLE VII 1979-1980
BILINGUAL EDUCATIONAL APPROACH

I. INTRODUCTION

This is a report of the evaluation of the Bilingual Educational Approach (B.E.A.) Program of District 28, Queens, for the year 1979-80. The B.E.A. is a Title VII Program designed to provide a multitude of cultural and educational experiences for a wide range of Hispanic children, without disregarding the needs of all other children in the schools in which it operates.

The basic goal of the program is the development and maintenance of proficiency in English within a multicultural setting, so as to avoid ethnic isolation.

The data presented in this report are derived from the observation of the program in action and the interviews of the participants in the program, including not only the children and parents, but teachers and administrators also.

It must be said at the outset that the program is considered of immeasurable value and consequently should be recycled.

The following detailed assessment, conclusions and recommendations constitute the core of this evaluation report.

II. EVALUATION PROCEDURES

The evaluative measures are based on a careful analysis of the program objectives as stated in the 1979 proposal for the District 28, Queens, B.E.A. Program.

A. The Evaluation Process

Considering the importance of an accurate and reliable evaluation

of the total program, the opinions of diverse groups were seriously considered, besides those of the Bilingual Coordinator and her immediate staff.

The following groups provided valuable input to the evaluation process:

1. Parents and representatives of the community in general
2. Teachers, school supervisors, administrators
3. Resource teachers, paraprofessionals and educational assistants
4. Other personnel related to the program such as Central Office personnel, program specialists, etc.
5. Students participating in the program

The evaluator has considered the contributions of these varied groups parting from the assumption that the appraisal of such a program must portray not only its merits but its deficiencies as perceived by the participants and observers.

B. Evaluation Objectives

The identification of the program's general objectives led to the defining of the evaluation objectives to which the reported findings relate. These evaluation objectives are briefly stated below:

1. Assessment of the correspondence between program objectives and the final outcomes of the program. At each site, the members of the professional staff were interviewed and carefully observed in action in an effort to determine, both quantitatively and qualitatively, the compatibility of the realized outcomes and the objectives of the program as defined in the original proposal.

2. Students' Achievement and Progress

All the available data were collected in order to determine the children's overall progress and achievement. Specifically, an effort was made, through observation of classes, interviews, and the analysis of records and data, to appraise to the highest degree of accuracy, the following accomplishments and operational aspects of the program:

a. The achievement and overall progress of the students in reading (Spanish and English), mathematics, science, and other subject areas.

b. The students' improvement in their ability to perform effectively in the various subject areas as a result of bilingual instruction.

c. The pupils' acquisition of the second language skills.

d. The students' attitude to their own and other cultures.

e. The pupils' degree of interest, incentive, and motivation generated by the bilingual approach.

f. The pupils' progress as determined from the nature and use of basic and supplementary materials, and from the comments of the staff members and the pupils themselves, on the appropiateness of the materials to satisfy students' needs.

3. Student Involvement in Learning

The degree to which teachers involve students in the educational process was assessed by an analysis of the following:

a. Nature of learning strategies

b. Teachers' methods and techniques

c. Instructional outcomes

d. Nature and use of diagnostic instruments

e. Nature of the orientation process and the opportunities offered by teachers to students' participation and reaction to the educational process.

4. Parent Involvement

The degree, extent, and type of parent involvement in the program were determined from the following:

a. Parents' attitude toward bilingual education

b. Parents' attendance to school and community bilingual conferences and activities

c. Parents interpretation of bilingual-bicultural education

d. Frequency of their visits to the school and their participation in the cultural programs and in the Bilingual Advisory Committee

e. Attendance to the adult language classes

f. Contribution to the realization and success of special programs

III. FINDINGS

This evaluation report is presented in a simple readable from and its main objective is to reveal the most positive, fruitful, and lasting features of the various aspects of the program which will serve as guiding lines for future programs. It is obvious that the outcomes to be expected from such programs as this one, must be include not only the present evident or visible effects, but those of long range nature which have to wait for reliable measurement.

A. PROGRAM OBJECTIVES

1. INSTRUCTIONAL ACTIVITIES

To insure the maintenance of normal progression in academic achievement by students who do not master the second language, behavioral and performance changes have been assessed through pre-post testing and teacher-made tests.

a. At the end of the period 1979-80, a significant number of the participating students will have increased their reading competency in both, Spanish and English, to a higher level than expected by the MAT vocabulary section and the IAT (Spanish) on level grade.

b. Participating students will have increased their vocabulary significantly, as measured by the MAT.

c. Participating students from grades 1-9 will have increased their mathematical competency significantly as measured by the MAT (Math) in grades 2-5 and the PEP Test in grades 3-4 and 6-9.

d. Participating students from grades 1-9 will have increased their competency in Science significantly, as measured by teacher-made tests, record keeping, and class performance throughout the year.

e. Participating students will show better inter-cultural understanding and appreciation of the multicultural society in which they live, as measured by teacher-made tests, questionnaires, and changes in attitudes and behavior.

2. TEACHERS

a. Teachers will increase their effectiveness through a better understanding of the philosophy, methodology, and implementation of bilingual education.

b. Teachers will develop a better understanding of the Hispanic students' language, culture, traditions and needs.

c. Teachers will work closely with other teachers and with parents to design classroom activities which will increase and reinforce academic progress and social adjustment.

d. Teachers will continue to receive additional training to up-grade their professional skills.

e. Teachers will be provided with experiences which will lead to success, so they come to understand, appreciate and accept the bilingual approach and promote bilingual education.

3. BILINGUAL EDUCATIONAL ASSISTANTS

a. Will increase their skills in working with individual students and small groups.

b. Will increase their skills in establishing home-school relations.

c. Will participate in classroom and related activities, workshops, and college courses.

d. Will increase their effectiveness in identifying resource members of the community who may help promote and exchange educational and cultural ideas.

e. Will increase their skills in assisting teachers in the selection and preparation of materials to be used in the program.

4. PARENTS AND COMMUNITY

a. Interested parents, school staff, and members of the community will be offered instruction in English as a Second Language and Spanish as a Second Language.

b. Parents will attend workshops and activities which will enable them to contribute to the bicultural aspect of the program. This parental involvement in the program and in the school will be fostered through the Bilingual Advisory Council.

c. Parental involvement will highly increase as evidenced by greater attendance at District meetings and greater willingness to assist teachers in various ways.

B. PROGRAM DESCRIPTION

1. Design

The Bilingual Education Approach (B.E.A.) Program of Community School District 28, Queens, comprises 13 classes at 6 different sites. The Program operated in 5 Elementary Schools (P.S.'s 54, 82, 86, 121, 220) and in one Junior High School (J.H.S. 217). The Program provided service for 500 students. The six schools offered bilingual classes at the following grade levels: P.S. 54 (1-2, 3-6); P.S. 82 (1-6); P.S. 86 (1-6); P.S. 121 (1-4); P.S. 220 (1-6); J.H. 217 (7-9). The participating students in the Program were selected by the school administrators based on the scores of the LAB Test.

2. Personnel Involved

1 Bilingual Coordinator

2 Bilingual Resource Teachers

1 Bilingual Guidance Counselor

6 Bilingual Educational Assistants

Supporting Staff Paid by Tax Levy Funds

13 Bilingual Classroom Teachers

4 English as a Second Language Teachers

2 Bilingual Educational Assistants

3. Staff Duties

a. Bilingual Coordinator

The Bilingual Coordinator writes the proposals; coordinates the program activities; serves as liaison with Federal, State, and New York City Departments; prepares reports for the above mentioned departments; interviews and recommends the bilingual personnel for the District Personnel Administrator's approval; plans and conducts the monthly meetings; serves as liaison between program staff, school Principals, and the district staff; coordinates and supervises the evaluation activities of the program; maintains an accurate account of the program budget and expenditures; supervises and approves the selection and purchase of all materials and equipment.

b. The Resource Teacher

The Resource Teacher relates to the staff, to pupils for whom English is a second language, to their parents, and to the community; assists the bilingual teachers in lesson planning; provides teacher training in methodologies, techniques and concepts of bilingual education; shows how to apply these techniques to achieve better results throughout the program; and offers suggestions and recommendations to the bilingual teachers for improvement. The Resource Teacher must also assist in curriculum materials development and demonstrate to the

teachers the use of those materials. He gives direct instruction in Spanish language arts, reading, and mathematics (as co-teacher) to students enrolled in the program; assists in coordinating cultural awareness activities and special programs; compiles, adapts, develops and/or evaluates meaningful Spanish arts reading materials in conjunction with the Title VII Coordinator; works with parents when the need arises; submits a monthly report of activities to the Title VII Coordinator, and keeps ongoing communication through workshops, clubs. and the bilingual program newsletter.

c. The Bilingual Guidance Counselor

The Bilingual Guidance Counselor is involved in the educational planning and in the personal and social development of students, parents and other members of the community through a continuous process of coordinated guidance services offered at all educational levels. The Counselor must work with teachers, parents and administrators in order to develop a better understanding of Spanish-speaking pupils, define their needs, abilities and interests, and devise methods for the identification of the maladjusted, gifted, and handicapped, in order to prevent future difficulties. The Counselor should also assist in screening, placement, transfer and promotion of students.

d. Bilingual Educational Assistants

The Bilingual Educational Assistants must work directly with the children. They assist the classroom teacher in all aspects of the instructional program; provide instruction to small groups in subjects such as reading, second language instruction, and mathematics; work with individual children by providing tutoring in areas where the child needs

help, and attend training programs.

e. Classroom Bilingual Teachers

The bilingual teachers work in the classroom and teach all areas of the curriculum in Spanish or English as required by the Instructional Program Model outlined in the proposal. Teachers demonstrate their ability to implement a Bilingual Program by teaching subject matter in English and/or Spanish or by teaching English as a Second Language, teachers use an interdisciplinary approach by planning and implementing an instructional program which relates learning of skills and concepts from one subject area to another. Teachers provide for individual needs by planning and implementing activities in which individual and small groups of children participate. Teachers demonstrate their ability to communicate effectively and positively with parents, and provide for individual needs by planning activities in which individuals and small groups can participate. Teachers also demonstrate their ability to evaluate progress of children by developing plans using behavioral objectives and by preparing evaluative activities. Teachers meet with educational assistants on a weekly basis for purposes of evaluation, planning, and implementation of the program. Teachers keep records of attendance, test scores, and parents interviews, etc. Teachers attend training programs to improve their basic skills and strength of their knowledge, approaches, and techniques in teaching bilingual education.

f. English as a Second Language Teachers

ESL teachers provide English instruction related to the curriculum subject matter to small groups, five periods per day, five days per week.

They should maintain a close relationship with the classroom teachers and other staff. They should also attend training programs. ESL teachers provide intensive English instruction related to the curriculum subject matter to small groups. A close relationship is maintained between the ESL teachers and the classroom teachers. Students are evaluated every year to determine whether they have made sufficient progress in English to be transferred to a regular class.

The Bilingual Educational Approach (B.E.A.) Program of District 28, Queens, finished its fourth year of operation this last term 1979-1980. The basic goal of the program has been the development and maintenance of proficiency in two languages, Spanish and English, in a multicultural setting.

The District Bilingual Office has been very successful in realizing all of its duties and in providing the necessary grounds for an excellent Bilingual Bicultural Program. The program's personnel have been outstanding in the performance of its duties.

C. IMPLEMENTATION

1. The Bilingual Program at P.S. 54

The program at P.S. 54 has two bilingual teachers. A bilingual teacher working with a total of 34 Spanish-speaking pupils in a 1-3 level cross-grade class, and another bilingual teacher working on a pull-out basis with grades 4, 5, 6, with a total of 43 Spanish-speaking pupils. Each group received 90 minutes instruction. The rest of the time they are integrated with the other students in the monolingual classes.

The pupils received instruction in Spanish and in English, following the proper instructional design to cover all substantive courses in both languages. A Bilingual Resource Teacher was assigned one day per week to work in adaptation of curricula and material development and to meet with the teachers for additional comments and recommendations; for workshops in orientation for testing; and demonstration for teachers. A Bilingual Counselor was assigned one day per week to work with students and parents in need of guidance and counseling. Students were integrated through other subject areas, such as Music, Art, Physical Education, and Assembly Programs.

The relationship between teachers and parents is very strong at P.S. 54. Parents were deeply involved in volunteer programs assisting in remedial reading and other school activities, such as Puerto Rico Discovery Day, Pan American Week, Spelling Bee, Bilingual Advisory Committee, etc. The students at P.S. 54 also participated in many schoolwide activities such as science projects, creative writing, dance festivals, and commemorative days.

Students were pre-tested in October and post-tested in May. Their daily attendance was very high and their parents visited the school frequently to get information on their children's progress. Many parents expressed genuine interest in the Bilingual Program and wanted their children to remain in it.

The children's work and some appropriate teacher-made materials decorated the room. Labels were in both languages, English and Spanish. The children in the pull-out program (4-6) received ESL instruction, as well as Spanish Language Arts and Mathematics.

Because of the different levels in the class, the teacher worked also individually and with small groups.

FINAL OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS FOR THE E.E.A. PROGRAM AT P. S. 54

a. Despite the fact that the ESL teacher was dealing with children at four different levels (3-6), the teacher worked very effectively and the class was highly motivated.

b. There was evidence of a carefully planned lesson which followed a gradual sequential development of concepts.

c. The aim was clearly defined and the content is related to present or future students' needs.

d. The short and simple stories, presented through a sequence of four pictures, were reproduced on separate cards to enable the teacher introduce the story step by step.

e. The exercises in the pupils' books provided the final stage of precomposition practice. Sentences to be completed required correct use of verbs.

f. Individual and group teaching were used. The interest of the class was maintained to the end and the students' cooperation and behavior were excellent.

g. The regular teacher had a full room with 34 children in levels 1, 2, 3. Earlier, the children had been in the yard practicing square dancing to the music of a record player. It was interesting to watch how gracefully their little bodies moved and changed positions in the complicated design.

h. Later this group had a formal lesson on telling time. Even though the room space was rather limited for group and individual instruction, the children were attentive and well-behaved.

i. The educational assistant was quietly helping some of the children. She has been able to establish harmonious relations with all the pupils and encourages them to communicate and consult her in connection with their tasks.

P.S. 54 has been offering invaluable service to the Spanish-speaking children, their parents and the community in general. This is a growing community which deserves extension and refunding of the Bilingual Program and its services.

2. The Bilingual Program at P.S. 82

The program at P.S. 82 had three bilingual teachers working with cross-graded classes: Grades 1-2, 25 pupils; 3-4, 21 pupils; and 5-6, 25 pupils.

The program offered instruction in both, Spanish and English, following the instructional design which requires that all substantive courses be in both languages. Once a week the program offered the services of a Bilingual Resource Teacher who met with Principal of the school for recommendations, workshops for pre-testing, and for the reading program. The Resource Teacher also prepared materials for special programs and commemorative days. The Guidance Counselor visited the school once a week and assisted students and parents who were in need of counseling and guidance. Students were integrated through other subject areas where they received instruction from the monolingual teacher. As indicated in the proposal, students were pre-tested in October and post-tested in May.

FINAL OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS FOR THE B.E.A. PROGRAM AT P.S. 820

The Bilingual Program at this school has been running very effectively. Students and parents are very happy since the program was extended to the sixth grade.

Students have participated in many cultural and commemorative programs and parents cooperated in the realization of special programs and the activities of the District Advisory Committee.

The performance of teachers was excellent in all the aspects of their jobs.

Parental involvement was animated and realized through the PTA meetings, the Advisory Committee meetings, and district wide conferences.

The Bilingual Guidance Counselor and the Bilingual Resource Teacher should be highly commended for their outstanding job in assisting children, parents, and teachers.

It is hoped that the values and merits of bilingual education be understood by all members of the faculty and all parents and children, so that a harmonious and mutual cooperation be reached for the benefit of all the children in the school.

3. The Bilingual Program at P.S. 86

The B.E.A. Program at P.S. 86 operated in two large classrooms adjacent to each other. There were two bilingual cross-graded classes: one had grades 1, 2, 3 and a register of 34 pupils; the other had grades 4, 5, 6 and 38 pupils. Two bilingual teachers and two educational assistants were assigned to the program. In addition, once a week, a Bilingual Resource Teacher and a Bilingual Guidance Counselor assisted students, parents and teachers according to their needs. They kept in contact

with the Assistant Principal in charge of the Bilingual Program for future plans and recommendations. The Resource Teacher assisted the classroom teachers in preparing curriculum materials, use of books and special programs. He also prepared workshops and offered demonstration lessons. The Guidance Counselor worked with pupils and parents in need of counseling.

The parents cooperated in many educational and cultural activities and participated in the special programs and commemorative celebrations.

The pupils received instruction in Spanish and in English according to the instructional design to cover all substantive courses in both languages. Spanish-speaking students were integrated with the other students in other subject areas such as Music, Art, Physical Education, and Assembly Programs.

Students were pre-tested in October and post-tested in May.

FINAL OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS FOR THE B.E.A. PROGRAM AT P.S. 86

The rooms were attractively decorated with instructional materials, posters, and students' work both in English and in Spanish. The program has been under the direction of a competent and dedicated staff, including an Assistant Supervisor in charge. The Resource Teacher and the Guidance Counselor are knowledgeable and experienced in their field and performed their duties extremely well.

The classroom teachers are qualified and skilled, flexible and imaginative in classroom techniques, even under the difficult circumstances in which they worked three grade levels in each of the two classrooms.

The teachers showed ability to respond to individual and group needs arising in the classroom situation and the educational assistants demonstrated great ability in assisting the students who needed help, clarifying science or mathematical difficulties and providing practice work. The mathematical explanations were very clear and the examples neatly done. Students were checked by the math assistant to insure the students' understanding of the concepts taught.

The higher grades were studying the maximum common divisor. The math teacher is highly competent and is deeply concerned about the students n ed. It is recommended, however, that the workbooks used be replaced by a more attractive and modern book such as Laidlaw's or Silver Burdett's.

It is suggested that the science class devote a corner to science materials, such as a terrarium and an aquarium. These would serve as a source of interest and curiosity and would provide many interesting experience involving scientific concepts. The lesson was developed at three different levels, and despite the difficulty in conducting such a "triple class", the teacher was able to get the participation of the three groups and adapt the evaluate materials to the three groups involved (1, 2, 3).

It is suggested that the administration assist the bilingual teacher in getting clearer and more readable mimeographed materials. In general the program at P.S. 86 was very successful. The staff performance was excellent and should be admired for working so well under the difficult setting including three different levels of instruction.

It is recommended that the program be expanded to a class per grade.

The Bilingual Program at P.S. 121

P.S. 121 had two bilingual teachers working with two cross-graded classes. One of the classes includes grades 1 and 2 with a total of 27 pupils; the other one includes grades 3 and 4 with a total of 32 pupils. Two educational assistants work with pupils individually to help them raise their achievement level in reading and mathematics. Instruction is given in both, Spanish and English. Pupils join the non-Spanish children in assembly programs, commemorative celebrations, holidays activities, trips, etc. The students were pre-tested in October and post-tested in May as indicated in the program proposal.

The Bilingual Resource Teacher worked in the school three days per week. He assisted the bilingual teachers in the development of instructional materials and the use of audio-visual aids; consulted with the Principal and Assistant Principal to help in making plans and recommendations for the implementation of the program; organized workshops for the orientation of teachers in testing and reading procedures; and prepared demonstration lessons to assist teachers in techniques and methods for the various subject areas.

The Bilingual Guidance Counselor visited the school once a week. He determined pupil's need through the use of records, observations, and individual and group interviews. He also helped teachers in the use of guidance techniques and involved parents and community members in the guidance program.

The rooms are large enough to permit all pupils to work comfortably. They were beautifully decorated with educational materials, posters, and the students' work. The chairs are portable and there are bookcases and cabinets.

A harmonious interaction exists among all members of the staff and it was obvious that their positive and sensitive attitude helped children to work at ease and not feel threatened in any way. The performance of the whole bilingual staff was excellent and all class activities maintained the interest of the children to the last minute.
Instruction was in both Spanish and English, and the children's instructional and evaluation materials were very well planned, appropriate, and challenging. The framework were based on a gradual and sequential development of concepts.

FINAL OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS FOR THE B.F.A. PROGRAM AT P.S. 121

The program is giving an outstanding service to pupils, teachers and the community in general.
The teachers, educational assistants, the resource teacher and the guidance counselor, all performed their duties at the highest professional level.
The school staff offered excellent cooperation.
The bilingual staff members showed that they understood and knew how to apply the required pedagogical methods and techniques to the class situation.
Pupils started their work promptly and showed great interest in their work.
The staff had a positive attitude towards the Hispanic culture and the bilingual bicultural approach in teaching. Its members regularly attended to the District Office meeting and consulted with the Bilingual Coordinator.

5. The Bilingual Program at P.S. 220

At P. S. 220, a Bilingual Classroom Teacher, and Educational Assistant, a Bilingual Guidance Counselor and a Resource Teacher were assigned to the Bilingual Program. The Guidance Counselor and Resource Teacher were assigned on a weekly basis. The Bilingual Teacher worked full time on a pull-out basis with grades 1-6 and had a register of 54 pupils. The students receive 90 minutes instruction on the content areas in Spanish. The rest of the time they joined the monolingual classes, where they were helped to increase their proficiency in English through intensive English instruction. The educational assistant helped the classroom teacher in all educational and cultural activities. The Bilingual Resource Teacher met with the Principal once a week to discuss the planning and recommendations for the implementation of the program. He also worked with the classroom teacher in the preparation of curriculum materials, classroom techniques, books, etc. He also organized workshops for the orientation of teachers regarding the pre-testing and reading programs. The Guidance Counselor was assigned to the school once a week. He assisted pupils and parents in need of guidance or counseling and oriented teachers in these matters.

FINAL OBSERVATIONS, CONCLUSIONS AND RECOMMENDATIONS FOR THE B.E.A. PROGRAM AT P.S. 220

Students were divided into three groups: Group A- 1st. graders; Group B-2nd and 3rd graders; Group C-4th, 5th, and 6th graders. All pupils received instruction in Language Arts (Spanish and English), Mathematics, Social Studies and Science.

The Bilingual Teacher and the Educational Assistant are both highly competent. The program offered a valuable service to Spanish pupils who were very limited in the use of the English language. It also offered Spanish instruction to a group of gifted non-Spanish students. Because of the success attained in this aspect of the program it has been recommended that more non-Spanish students participate in the Bilingual Program in this school.

As all levels were receiving this remedial bilingual instruction, it is strongly recommended that an ESL full-time teacher be assigned to the Bilingual Program.

Instructional materials included audio-visual equipment, which were used by the staff.

The Principal's acceptance of and cooperation to the program have been of inestimable value.

The bilingual staff and the parents have worked together in various educational and cultural programs and the children have taken part in several dramatic productions which they represent admirably. (Example: Being the Teacher on a Rainy Day)

The whole bilirgual staff has done an outstanding job.

Because of the evident success, the Bilingual Program has been highly recommended by the Principal and accepted by the non-bilingual staff.

For all the above reasons, the B.E.A. Program at P.S. 220 should be continued and expanded.

6. <u>The Bilingual Program at J.H.S. 217</u>

At J.H.S. 217 the Bilingual Program operated with three bilingual subject teachers in grades 7-9. One of the teachers taught Math and Science and another taught Spanish Language Arts and Social Studies. The basic courses were taught in Spanish.

The third teacher, English as a Second Language and English Language Arts, both important components of the Bilingual Program. English instruction was related to the content of the subject areas. This helped students interpreting and understanding better the concepts taught in the substantive courses. Bilingual students joined the regular classes in other subject areas taught in English where they participated with other ethnic groups, thus avoiding their isolation.

An Assistant Principal in the school was in charge of the program.

Students were selected for the program according to their performance on the LAB Test and by personal consent. They were pre-tested in October and post-tested in June, as prescribed in the proposal.

The two rooms used for the program were adequately decorated with instructional materials, colorful posters, and students works which showed not only academic ability but artistic ability as well.

Both languages were displayed in the students works.

One of the two educational assistants helped two bilingual teachers in Science, Math and Social Studies. The other one was assigned to the ESL/Language Arts teacher and assisted the school Supervisor of the program.

The bilingual staff at J.H.S. 217 showed not only professional expertise, but also a positive and optimistic attitude toward the Bilingual Program. They worked closely together to make it succeed and their efforts were reflected in the students interest in academic achievement and their good behavior. All these factors encouraged parents to become actively involved in the educational process of their children and in educational and cultural activities.

The Bilingual Resource Teacher assisted in planning and adapting the curriculum; developing instructional materials; and assessing teachers' needs. He also prepared demonstration lessons and workshops; assisted teachers with instructional expertise; and assisted in the acquisition, compilation and dissemination of instructional materials.

The Bilingual Guidance Counselor interviewed pupils and parents to determine their needs; offered orientation and guidance; helped emotionally and physically handicaped children; made the appropriate referrals whenever necessary; participated in suspension hearings and oriented parents regarding these matters.

FINAL OBSERVATIONS, CONCLUSIONS, AND RECOMMENDATIONS FOR THE B.E.A. PROGRAM AT J.H.S. 217

The members of the whole bilingual staff performed their duties with enthusiasm and expertise.

The close relationship between the school staff and the Bilingual District Office has been an important factor in the success of the program.

The instructional materials were very good, appropriate, and in sufficient supply.

Curriculum materials prepared by the teachers are excellent.

Teachers and educational assistants attended the weekly and monthly meetings at the District Office.

Students have shown great progress in academic achievement.

Both the Resource Teacher and the Bilingual Guidance Counselor were exceptionally competent and performed their duties with great expertise.

The encouragement offered to parents by the bilingual and school staff have greatly helped in increasing parental participation and developing deep interest in school and program activities. Parents have also participated in the Bilingual Advisory Council meetings.

The program has been successful in all its aspects. It should therefore, be continued and expanded.

It is recommended that an educational assistant be assigned to each bilingual subject teacher.

D. FINAL OBSERVATIONS, RECOMMENDATIONS, AND CONCLUSIONS FOR THE BILINGUAL EDUCATIONAL APPROACH (B.E.A.) PROGRAM AT DISTRICT 28, QUEENS

The findings of the evaluation undertaking of the Bilingual Educational Approach Project at District 28, Queens showed there is a definite need for the educational and cultural services offered by the program in that community. It has been operating with the cooperation of Principals, teachers, parents, and the community in general, and has been meeting the educational, sociological, and psychological needs of children who are limited in English proficiency.

The program was conducted in conformance with the project guidelines: subject instruction in two languages; English and Spanish Language Arts; integration of pupils; cultural development, parent involvement; and staff training and development. The objectives of the program, as stated in the proposal, were accomplished according to or above expectations, both quantitatively and qualitatively.

The students showed increases in the use of the English and Spanish language and could express themselves in a more complex verbal form.

Classes observed ranged from grades 1-6. Individual and group instruction was used by both teachers and educational assistants. A pleasant and harmonious atmosphere, free from fear, reigned in all the bilingual classrooms observed. The combined efforts of the whole staff have been directed in this direction. The methodology used reflected careful thinking and planning, and teachers took advantage of students' reactions to further the learning activities. The staff and parents felt very enthusiastic and optimistic about the successes of the program, reactions which were translated to the students and encouraged them to work harder. The Bilingual Coordinator visited the sites regularly and maintained continuous communication with all bilingual personnel and administrative staff at the different sites through all means available. She has so efficiently organized the program that the whole staff works in coordinated union as a unit. The project has been under the overall supervision of the District 28 School Community Superintendent. The Coordinator has felt great satisfaction in observing the energy and imagination shown by the staff and the creativity demonstrated by teachers and educational assistants, some of whom already exhibit a true teacher personality and a great capacity for growth. They were able to raise their sights, to get an authentic glimpse of what teaching is, and to define their goals for higher education.

The program itself provided further training for teachers and educational assistants through conferences and workshops and on site supervision and training.

Observations, interviews and questionnaires have revealed that the B.E.A. Program staff has operationalized its goals to the point of satisfying the needs of students, parents, and the schools in which it worked.

The whole staff had a clear, shared, perception of these goals as well as of the methods by which they were to be accomplished. Teachers were using an interdisciplinary approach through which they related the concepts and skills from one subject area to the others. They showed great ability in implementing a bilingual program in which subject areas were taught in both, English and Spanish, although the emphasis was placed in having children become proficient in English.

The Resource Teacher and the Bilingual Guidance Counselor, both showed high proficiency and dedication in the performance of their duties. Their assistance in the training and orientation of teachers, children, and parents has contributed greatly to the success of the program.

Well thought and careful planning led to a balanced training program where theory and practice were judiciously mixed. The training sessions, held at the District Office under the direction of the Bilingual Coordinator, provided opportunities for the teaching staff to discuss special problems such as the following:

1. Grouping by ability level
2. Testing procedures
3. Lesson planning
4. Preparation and adaptation of curriculum materials
5. Interdisciplinary teaching techniques
6. Examination, selection, evaluation, and acquisition of instructional materials
7. Sequential development of concepts
8. Working with parents and the community in general
9. Social and cultural values of the Hispanic population in New York City and their integration within the curriculum,

especially in the social studies subject area

10. The coordination of all the above with the ESL learnings

The instruments used for measuring the performance of participating children in the program are the following:

1. Reading-Spanish, Interamerican, by levels (I.A.)
2. Reading-English, Metropolitan Achievement Test (M.A.T.)
3. Mathematics, Metropolitan Achievement Test and New York Tests in Mathematics
4. Teacher-made tests
5. City-Wide Tests (J.H.S.)
6. LAB Test

Continued efforts should be made to increase the number of students and parents serviced. Classes should not contain more than two levels and each bilingual teacher should have a paraprofessional or educational assistant assigned to the classroom.

Parental involvement should continue at its present high level and teachers should be encouraged to used interested parents to participate in some classrooms activities in which they may be able to help. It is also recommended that the district administrative staff, the principals and assistant principals in charge of bilingual education in the cooperating schools, and the bilingual department heads of the various colleges get together to discuss the outlining and programming of the bilingual courses they offer so that they be more relevant and practical to bilingual classroom teachers.

After careful analysis of all data available, it is strongly recommended that the B.E.A. Program at District 28, Queens, continue to be recycled (refunded) in order that the Hispanic children, parents, cooperating schools, and community in general continue enjoying the benefits derived from the program.

E. DATA ANALYSIS

For the quantitative analysis of the B.E.A. Program, please see Appendix.

APPENDIX

TABLE 1

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Serie Interamericana--Lectura, Nivel 1, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	1	17	6.8	30.1	9.27
PS 55	1	15	10.1	33.2	18.63
PS 82	1	6	9.2	18.2	1.83
PS 86	1	3	3.7	15.0	5.18
PS 121	1	11	9.5	29.2	7.23
PS 220	1	8	15.1	40.6	6.33

TABLE 2

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Serie Interamericana--Lectura, Nivel I, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	2	6	7.3	44.3	5.96
PS 55	2	11	56.9	58.9	0.40
PS 82	2	10	49.4	60.9	3.07
PS 86	2	9	22.1	56.8	7.08
PS 121	2	9	56.7	67.2	1.82
PS 220	2	5	47.2	56.6	1.81

TABLE 3

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Serie Interamericana--Lectura, Nivel II, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	3	4	52.5	62.0	2.53
PS 82	3	8	52.4	68.1	2.32
PS 86	3	11	47.3	62.9	3.15
PS 121	3	15	55.7	70.7	4.35
PS 220	3	6	48.7	55.2	1.66

TABLE 4

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Serie Interamericana--Lectura, Nivel III, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	4	4	52.5	62.0	2.53
PS 82	4	6	29.5	39.7	2.98
PS 86	4	7	24.9	44.7	3.28
PS 121	4	9	33.8	40.2	2.76
PS 220	4	5	24.0	32.6	1.86

TABLE 5

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Serie Interamericana--Lectura, Nivel III, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	5	11	26.9	37.3	2.30
PS 82	5	10	27.2	35.7	2.30
PS 86	5	8	41.3	72.6	4.08
PS 220	5	4	43.3	62.0	2.25

TABLE 6

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Serie Interamericana--Nivel III, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	6	3	24.0	40.0	6.36
PS 82	6	8	47.8	55.6	2.40
PS 86	6	8	37.0	60.4	2.30
PS 220	6	2	26.0	77.0	6.38

TABLE 7

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Serie Interamericana--Lectura, Nivel IV, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
JHS 217	7	25	35.6	57.0	7.67
JHS 217	8	18	41.0	46.6	2.24
JHS 217	9	23	50.1	60.5	5.59

TABLE 8

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(California Achievement Test -- Reading, Level 1.1 C, Raw Scores)

School	Grade	N	Pre-test M			Post-test M			t-score		
			PA	VOC	COMP	PA	VOC	COMP	PA	VOC	COMP
PS 54	1	18	10.5	5.9	7.3	15.2	7.9	10.2	7.51	5.76	5.59
PS 55	1	12	4.5	1.7	1.7	11.5	6.1	5.8	7.34	6.73	7.72
PS 82	1	12	8.9	4.7	6.4	9.8	6.8	8.3	0.89	2.94	3.53
PS 86	1	5	12.4	4.6	4.4	17.4	6.6	7.0	3.83	4.47	1.66
PS 121	1	16	11.5	5.7	7.1	14.6	7.9	10.2	10.37	3.01	6.86
PS 220	1	12	8.5	3.3	3.5	14.8	7.8	8.7	3.83	3.54	4.92

TABLE 9

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(California Achievement Test--- Reading Level 1.2C, Raw Scores)

School	Grade	N	Pre-test M				Post-test M				t-score			
			PA	SA	VOC	COMP	PA	SA	VOC	COMP	PA	SA	VOC	COMP
PS 54	2	7	7.6	2.9	5.0	6.0	11.4	4.4	6.7	8.9	6.49	3.67	6.0	5.62
PS 55	2	10	10.2	5.8	5.3	2.0	12.0	7.2	5.2	5.8	.92	1.09	0.08	1.76
PS 82	2	15	12.2	9.2	5.9	3.2	11.9	4.3	6.2	6.6	0.16	2.51	0.45	4.79
PS 86	2	8	10.1	3.5	4.4	5.4	17.3	8.1	9.3	9.8	4.52	5.78	3.83	2.69
PS 121	2	9	10.4	4.3	6.1	5.0	13.4	5.2	7.5	8.3	3.82	1.31	0.61	2.30
PS 220	2	5	10.2	4.4	4.4	3.8	14.2	4.6	4.8	4.4	1.87	.21	.78	.39

TABLE 10

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

Reading

(Metropolitan Achievement Test, Level--Elementary, Raw Scores)

School	Grade	N	Pre-test M		Post-test M		t-score	
			VOC	COMP	VOC	COMP	VOC	COMP
PS 54	3 & 4	9	9.4	5.0	14.1	3.3	1.72	0.1
PS 82	3	11	10.6	10.7	16.8	14.1	3.96	3.3
PS 86	3	11	9.5	7.1	21.2	11.0	7.56	3.89
PS 121	3	17	11.1	11.0	18.2	16.0	4.29	4.01
PS 220	3 & 4	10	12.8	9.7	13.6	1.4	.44	1.68

TABLE 11

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

Reading

(Metropolitan Achievement Test, Level--Elementary, Raw Scores)

School	Grade	N	Pre-test M		Post-test M		t-score	
			VOC	COMP	VOC	COMP	VOC	COMP
PS 54	3 & 4	9	9.4	5.0	14.1	3.3	1.72	0.1
PS 82	4	11	17.2	13.6	20.4	16.7	3.0	1.04
PS 86	4	9	12.1	8.8	18.0	11.2	3.12	1.55
PS 121	4	10	23.2	17.3	28.9	22.3	3.16	2.0
PS 220	4	10	12.8	9.7	13.6	11.4	.44	1.68

TABLE 12

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

Reading

(Metropolitan Achievement Test, Level--Intermediate, Raw Scores)

School	Grade	N	Pre-test M		Post-test M		t-score	
			VOC	COMP	VOC	COMP	VOC	COMP
PS 54	5	10	14.0	6.0	14.4	13.2	.27	7.3
PS 82	5	12	12.0	12.2	16.0	12.8	2.75	.30
PS 86	5	8	9.4	10.0	17.3	10.8	3.74	0.28
PS 220	5 & 6	4	11.3	11.5	21.5	20.5	4.41	2.51

TABLE 13

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Metropolitan Achievement Test--Level--Intermediate, Reading Raw Scores)

School	Grade	N	Pre-test M		Post-test M		t-score	
			VOC	COMP	VOC	COMP	VOC	COMP
PS 54	6	4	7.0	4.3	10.3	6.5	2.75	1.51
PS 82	6	11	16.6	15.7	18.9	18.8	1.86	2.60
PS 86	6	6	14.2	9.8	17.0	14.8	1.42	2.69
PS 220	5 & 6	4	11.3	11.5	21.5	20.5	4.41	2.51

TABLE 14

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

Reading
(Metropolitan Achievement Test, Level--Advanced, Raw Scores)

School	Grade	N	Pre-test M		Post-test M		t-score	
			VOC	COMP	VOC	COMP	VOC	COMP
JHS 217	7	26	14.0	8.6	18.0	12.1	3.37	4.9
"	8	24	10.6	6.5	15.2	10.7	3.53	3.20
"	9	24	14.6	12.2	20.7	16.1	11.84	9.36

TABLE 15

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(California Achievement Test -- Math Level 1.1 C Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	1	11	18.5	24.5	11.14
PS 55	1	10	34.9	41.3	9.55
PS 82	1	12	31.8	36.5	8.82
PS 86	1	3	24.3	44.0	4.39
PS 121	1	18	29.8	35.3	11.04
PS 220	1	5	19.0	28.0	2.74

TABLE 16

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(California Achievement Test -- Math Level 1.2 C Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	2	7	20.4	24.9	3.29
PS 55	2	10	14.3	18 3	4.57
PS 82	2	15	44.9	50.6	2.45
PS 86	2	11	40.0	47.0	6.03
PS 121	2	8	43.4	50.4	11.71
PS 220	2	5	31.4	44.0	2.36

TABLE 17

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(New York State Test Math, Grade 3 Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	3	5	21.0	26.4	3.52
PS 82	3	8	24.4	34.3	3.96
PS 86	3	11	20.9	40.3	9.65
PS 121	3	14	22.4	28.3	3.81
PS 220	3	10	23.1	29.5	3.97

TABLE 18

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(New York State Test Math, Grade 3 Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	4	3	33.3	40.7	1.98
PS 82	4	7	32.0	45.4	2.91
PS 86	4	6	26.3	45.2	4.91
PS 121	4	8	34.1	39.9	2.08
PS 220	4	4	27.3	32.3	1.87

TABLE 19

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(Metropolitan Achievement Test Math Level-Intermediate Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	5	11	32.6	27.2	2.65
PS 82	5	10	34.8	40.4	2.83
PS 86	5	7	37.6	63.1	4.77
PS 220	5	3	39.3	57.7	4.39

TABLE 20

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(New York State Math, Grade 6 Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
PS 54	6	4	18.0	20.0	0.54
PS 82	6	8	21.9	25.0	1.40
PS 86	6	8	22.4	25.5	2.03
PS 220	6	2	15.5	27.0	3.29

TABLE 21

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(New York State Math, Grade 6 Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
JHS 217	7	24	26.8	30.0	3.03
"	8	19	24.5	31.7	3.75

TABLE 22

COMPARISON OF MEANS FOR PUPILS PARTICIPATING IN THE BEA PROGRAM BY SCHOOL

(New York State Math, Grade 9, Raw Scores)

School	Grade	N	Pre-test M	Post-test M	t-score
JHS 217	9	24	20.6	25.0	4.22